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ABSTRACT

This guide to organization and decision making patterns in a Teacher Corps project is in the form of a workbook. It contains several forms and worksheets to be completed. There is a discussion of decision making patterns and a review of decision making skills. It is stated that to make good decisions, one needs skills to (1) identify the persons involved; (2) identify how those persons make decisions; and (3) identify if, when, and how a decision is made. There is an appendix containing the Teacher Corps definition of the community coordinator role. (RC)

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A. INTRODUCTION

1) We all make decisions. The difference between the decisions we make at home and on the job is only that:

   a) There are more people involved
   b) There are rules of the game that have been set up by all kinds of other people
   c) There is power, dollars, status around in larger doses.

2) When we get involved in a Teacher Corps project, we sometimes hope that all that heavy stuff will disappear because Teacher Corps has such an exciting mission and values. In fact, most of the Teacher people we run into seem to be good folk: people who have good ideas, values, interests and commitments.

3) Why then, do we not get things going smoothly. This session will attempt to sort out two key characteristics of organizations:

   . STRUCTURE
   . DECISION MAKING PATTERNS

   We will do this together.

4) As you came in, we handed out four pieces of paper:

   a) an agenda (white)
   b) an evaluation form for the session (blue)
   c) a paper with boxes with titles inside of them (green)
   d) a list of words in pairs (yellow)

5) The agenda tells you what we hope to get done
   (review agenda)

6) The first part of the evaluation form for the session is for you to make notes on as we go along. The second part is to fill out and put in the evaluation box at the end of the session.

   Are there any questions on the agenda and the evaluation form?

7) Please fill out the yellow form now and hand it in. We will be using the response at the beginning of the Decision Making patterns part of the agenda.

8) Hold on to the green sheet and worksheet A for a moment.

Community Coordinator

RECORD FOR SKILL SESSION

1. What happened?

2. What did not happen?

3. What changes should be made?

4. What I can <u>do</u> as a result of session.

EVALUATION SHEET

DECISION MAKING

Community Coordinator Skill Session

July 22, 1975

1) Facility for Session

Accommodations:	poor	1	2	3	4	5	excellent
Location	poor	1	2	3	4	5	excellent
Workshop Space:	poor	1	2	3	4	5	excellent

Comments:

2) Training Program

Content:	abstract	1	2	3	4	5	relevant
Presentations:	confusing	1	2	3	4	5	clear
	theoretical	1	2	3	4	5	responsive
Involvement:	little	1	2	3	4	5	satisfactory
Learning:	little	1	2	3	4	5	great deal

Comments:

3) Materials Used

Content:	abstract	1	2	3	4	5	meaningful
Appropriateness:	unrelated	1	2	3	4	5	relevant
Involvement:	little	1	2	3	4	5	satisfactory
Learning:	little	1	2	3	4	5	great deal

Comments:

Rating Scale

1. Please circle the word at one end of each line which best represents your view.

Decision Making is

1 - logical	_____	intuitive	- 1
2 - formal	_____	informal	- 2
3 - constant	_____	responsive	- 3
4 - control	_____	adapt	- 4
5 - arbitrary	_____	democratic	- 5
6 - individual	_____	group	- 6
7 - closed	_____	open	- 7
8 - legal	_____	developmental	- 8
9 - rigid	_____	flexible	- 9
10 - easy	_____	hard	-10
11 - top	_____	bottom	-11
12 - clear	_____	murky	-12
13 - scientific	_____	humane	-13

2. From the list select the three words which best describe how decisions should be made

_____

_____

_____

B. LEVELS OF ORGANIZATIONS AFFECTING A LOCAL TEACHER CORPS PROJECT

1) Now please refer to Worksheet A and the Green Sheet. The Green Sheet lists the majority of the titles (roles) which have an effect on your action as a community coordinator. Many of them do not have immediate day by day effect that is visible to you. It is important though, to know that they are out there. Please complete Worksheet A. When you are finished, we will review the unknowns.

2) One reason for putting each role or title in its place is so they don't clutter your mind or confuse you. In management terms this is called mapping the organization. In any mapping you will will find levels. It is important to note that to get from one level to another level efficiently you need to find the doors. These are called linkages. (insert overlay A here)

3) In a local Teacher Corps project the ENTRY point to Teacher Corps is the project monitor. Access at any other point indicates to everyone that some special need, concern, issue, confusion, or unusual action has occured that the normal operating procedure does not take care of. While actual power, money, decision may be at a point other than the entry point, the entry point is the access point for requests. My personal experience with Teacher Corps says to me that while Bill Smith and others are great people, I need to go through the entry point for my activity to get things done by the Teacher Corps.

4) As a community coordinator, getting action requires my getting my requests and needs through the project monitor door. That probably means some understanding of how things get to the project monitor from my project. That also probably means an understanding of what things go to the project monitor from the project's point of view and how things are accepted at the door; e.g. in writing, on Tuesdays, gently.

5) Since the approved proposal is the basis for operations between Washington and your project, you should determine first what it says the project will accomplish and what the community component will produce. You should also find out how it says decisions will be made internally. It is important to realize that the proposal probably will not include all of the people or titles at the local level and have clear tracks for how things get done. Any information you can collect is the basis for your negotiation of any change or any existing activity or procedure.

6) Since each local project is somewhat different, we can identify the people, the routes, and the decision points in our projects by doing Worksheet B. Please complete Worksheet B here.

7) Your lists should show that:

a) there are different groups or organizations working together in your project.

School - Community - Higher Education - Others

b) there are levels in the organization you work with at the local level. A title or name of a person should appear as a connecting point between you and a final decision in each organization.

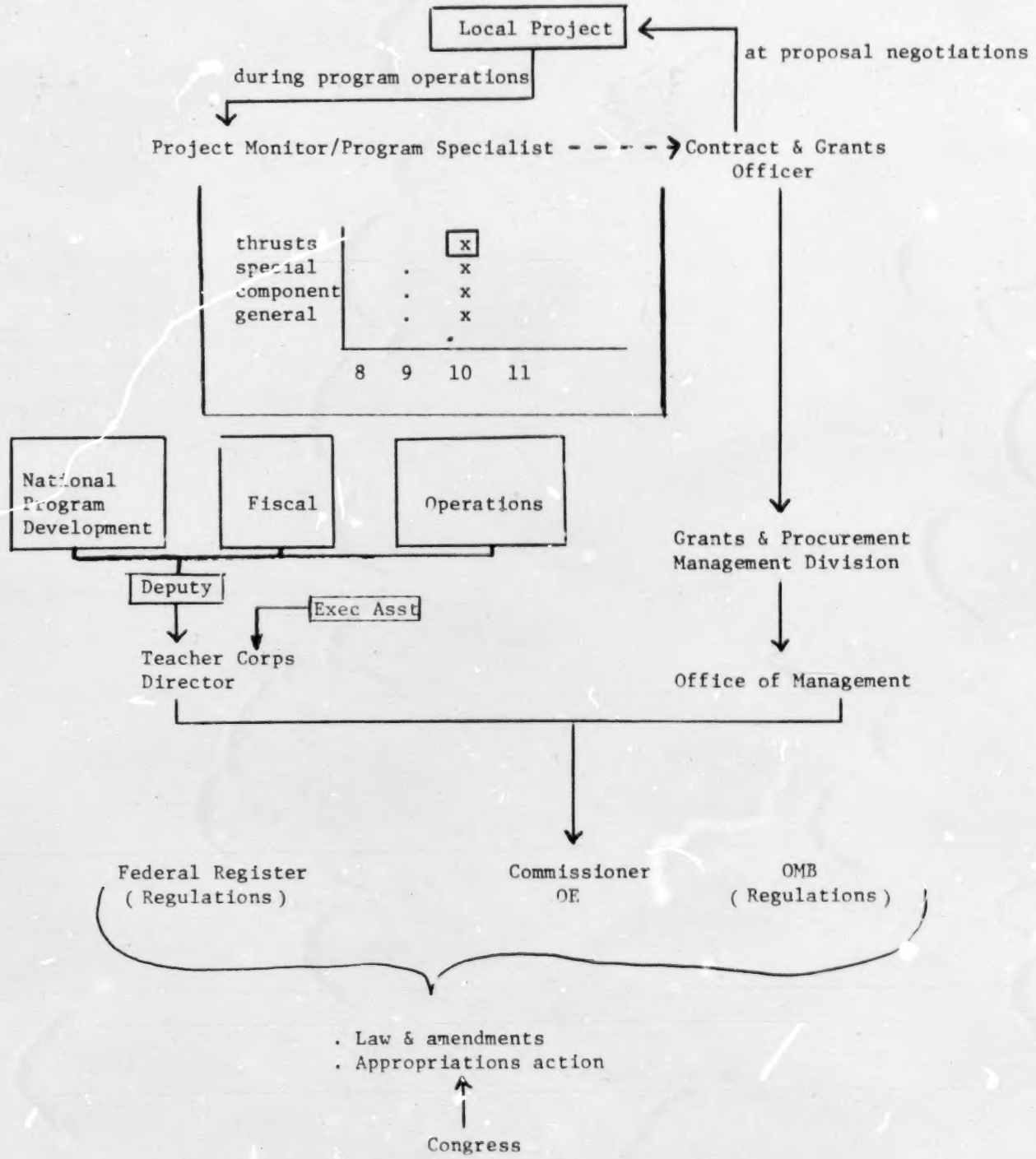
c) there may be different people having different connections to a decision in money matters, degree matters, academic curriculum, community component, school and university decisions.

The lists also show you the <u>what</u> (areas of decisions) and <u>how</u> (procedures to get a decision) in your local project from your point of view. It probably will be filled in differently by each person in your project. It is important to remember that when <u>one</u> person serves as a link to other people or groups you have identified a level in your organization even if no one including you wants to admit this so publicly.

8) We now have established some of the road maps for Teacher Corps projects. We know what most of the boxes that exist in Teacher Corps are. We know where some decisions get made. We know how to get across the boundaries between levels and between organizations through the door person.

Overlay A

The Federal Level with Immediate effect on a Local Project



Worksheet A

Who Makes Decisions

1. Review the sheet with boxes with titles in them.

   (a) List those boxes you don't know about

   _____ _____

   _____ _____

   _____ _____

   _____ _____

   _____ _____

   _____ _____

   _____ _____

   _____ _____

   _____ _____

   _____ _____

   (b) List those on the list that have an important effect on your getting your job done. Cross out those who probably have no effect.

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

2. Go back to the sheet with boxes with titles in them.

   (a) List all the titles where you have to get approval from to spend some money on Travel. Include those you have been told have to be checked with.

   _____

   _____

   _____

   _____

   _____

Worksheet B

1) Review the roles listed on brown sheet

   (a) Add any missing roles or titles in your project
   (b) Delete any roles that do not apply.

2) List the title of the person that serves as the LINK to Teacher Corps, Washington

   _____.

3)

   (a) Circle the titles of those who decide what community program will be provided for the interns.

   (b) List in sequence those persons who decide what the program will be

   start - developmental 1. _____

   2. _____

   3. _____

   4. _____

   5. _____

   6. _____

   7. _____

   finish - final 8. _____

   (c) Who decides what course credit interns will get for their community work?

   _____

   _____

   _____

   (d) Who decides who the instructor will be for community courses?

   _____

   _____

   _____

4)

(a) Are there special committees that serve as decision making points? List.

_____ _____

_____ _____

_____ _____

(b) What kind of decision do they make?

committees	program decisions	fiscal decisions	Other

5) List title of person you go to to appeal a decision

Program	Fiscal	Other	

CC-TC 7/75
Worksheet B
(brown)

Worksheet B

The Local Level Roles

Cooperating Teachers	Interns Team Leaders	Course instructors
other teachers		program development specialist
principal		
LEA Coordinator	Community Coordinator	Project Director
superintendent		Dean

Teacher Corps Advisory Committee

School Board	Community Groups	Faculty
Teachers Union	Business Manager	Evaluator

Roles Involved in Decisions
Sheet A.

Local:

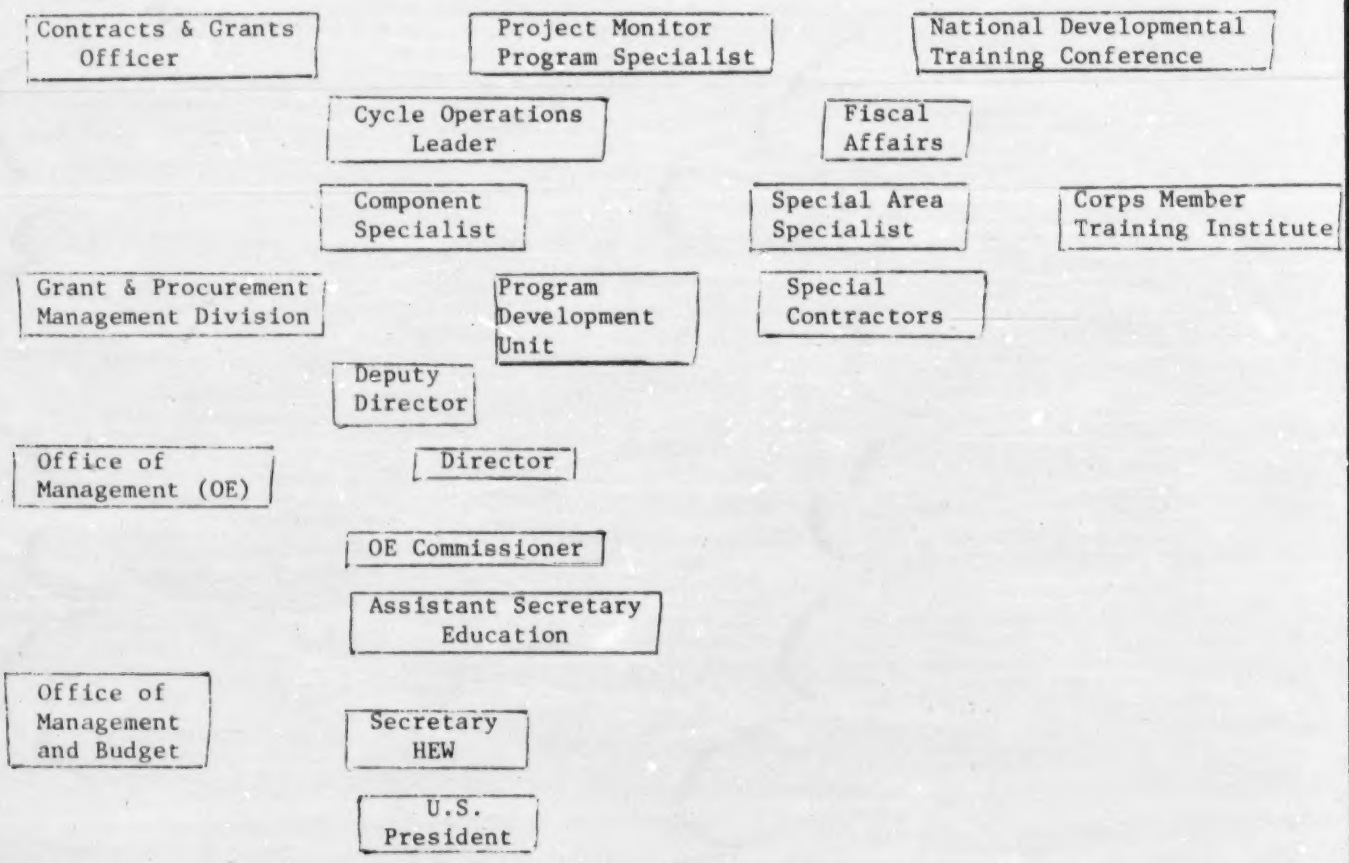
- Teacher Corps Advisory Committee
- Principal
- Community Coordinator
- Project Director
- LEA Coordinator
- Team Leaders
- Program Development Specialist
- Interns
- Cooperating Teachers
- Course Instructors
- Other Teachers
- Business Manager
- Department
- Teachers Union
- Superintendent
- Dean
- Faculty
- School Board
- Community
- President
- Evaluator

Other:

- Certification Officer
- Teacher Corps Network
- State Commissioner of Education
- Governor
- Teacher Corps Recruitment and Training Resources Center

Sheet B.

Federal:



C. DECISION MAKING PATTERNS

1) Most of our view of decisions is based on our perception of what Decision Making is. If we review results of our early survey, we find the following characteristics of decisions.
(Review results)

2) The important point about decision patterns is that they are the results of interconnected effects. There are very fancy formulas developed to explain all of this. Basically the patterns can be broken out as follows:

a. decisions occur when one has the opportunity to make decisions.
b. decisions occur with some information available and some level of mastery of decision making.
c. decisions occur individually or in groups.
d. decisions occur within a range of dollars available and dollars needed.
e. decisions occur in an organization which is effected by who is in it by goals, by its pattern of operations, and by its control mechanism.

The best decisions are those which get through all these within the available time for decision.

Let's see what words apply to the decision pattern in the following case study. (Do Exercise A here)

To examine a decision one needs a clear set of quesions or a pattern in mind. One pattern that has been developed is the following:

STAGES OF DECISION MAKING

1. Discovering the ITCH

   . identify ITCH
   . identify source (cause of) ITCH
   . identify where the ITCH can be taken care of.

2. Deciding to do something

   . agree on the intent to remove (reduce) ITCH
   . identify resources needed
   . select target to deliver resources

3. Figuring out what to do

   . analyze the ITCH
   . analyze the resources
   . analyze the environment and the system the solution is caught up in

4. Finding out how to do something

   . get the resources together
   . invent possible actions
   . agree on action to reach target
   . agree on roles and responsibilities
   . agree on standards and expectations

5. Doing something

   . start the ball rolling
   . keep the ball alive
   . share the ball with others
   . keep track of what was, it, and will be
   . keep track of what questions were asked, answers and promises made and what was delivered

6. Knowing that the ITCH has changed

   . measure what has happened
   . report what has happenee
   . plan next steps

When we have looked at decision making we find the following questions as crucial in making a useful decision

CHECKLIST FOR IDENTIFYING DECISION POINTS?

1. Where in the organization are decisions made?
2. Who makes what kinds of decisions? Is it one individual or a group? NAME, ADDRESS, PHONE NUMBER?
3. What kind of information are decisions based on?
4. What problems or kinds of decisions are passed on to someone else? in the organization? somewhere else?
5. Does professional or technical information convince the decision maker(s)? in what areas?
6. How are decisions made? How long does it take? How will you know the decision has been made?
7. Does a decision once made get communicated to those who must implement it? If not, where does it get stuck?

You will notice that both of these lists make public or formal a decision making pattern. Many persons working with decision making have begun to talk about and develop Decision Logic Trees. These tend to come in many forms, some very formal, some tied into computers and statistics. We have developed two grids which you may find useful.

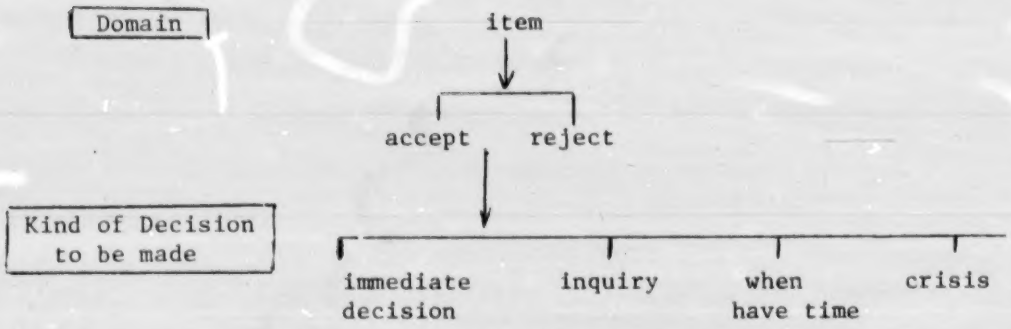
(Insert Grid A & B)

What decision patterns do is to help keep track of where one is at in making a decision, then one can get useful information to others who also have to decide or to help you decide.

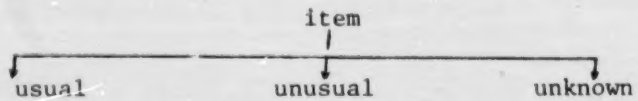
Grid A

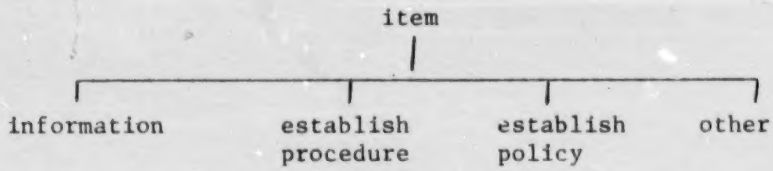
Basic Decision Characteristic

A. Domain

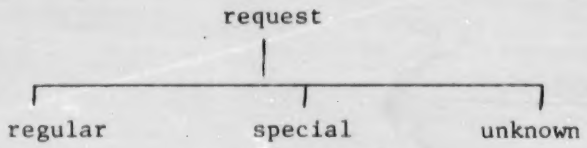


B. Kind of Response Needed

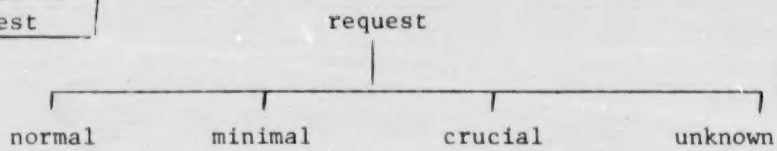




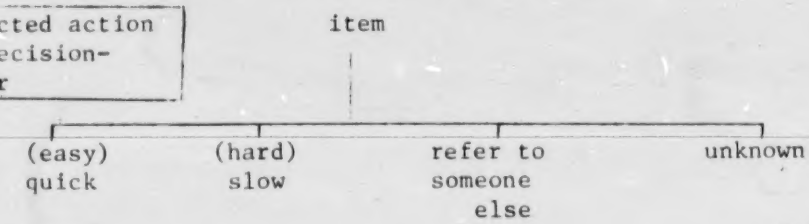
C. Routing of request



D. Impact of request



D. Expected action by decision-maker



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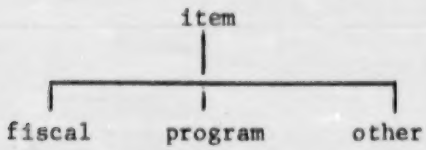
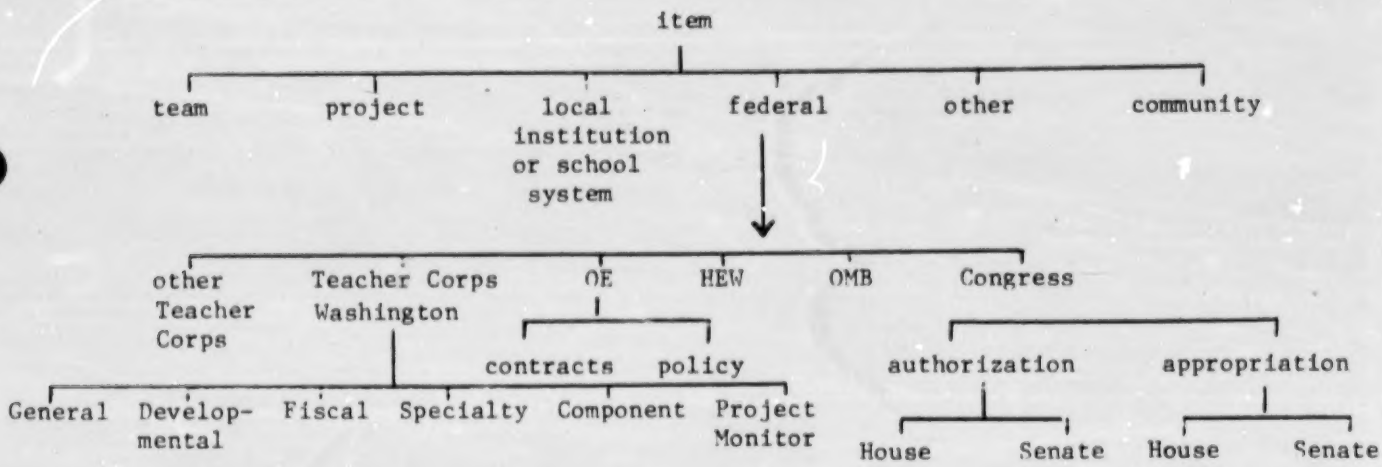
Grid B

Decision Impact Analysis

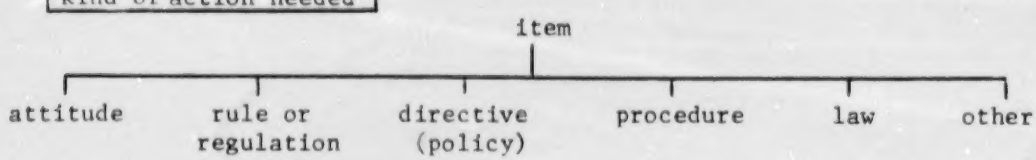
I. type of request



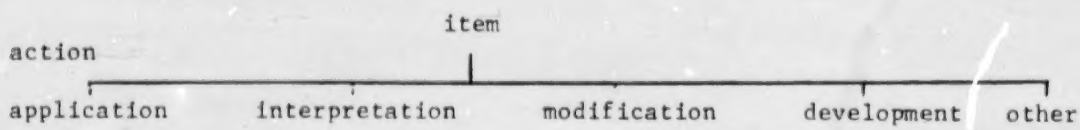
II. level where action should occur



III. kind of action needed



kind of action



D. REVIEW OF DECISION MAKING SKILLS

To make good decisions, one needs skills

(1) to identify the players in the game

1) - levels
2) - roles
3) - functions
4) - areas of responsibility
5) - kinds of decisions made
6) - amount of power, dollars, control
7) - name, address, phone number

(2) to identify how the players make decisions

1) - roles played
2) - style of decisions
3) - personality characteristics
4) - influencing factors
5) - control involved

- law
- regulation
- policy
- directive

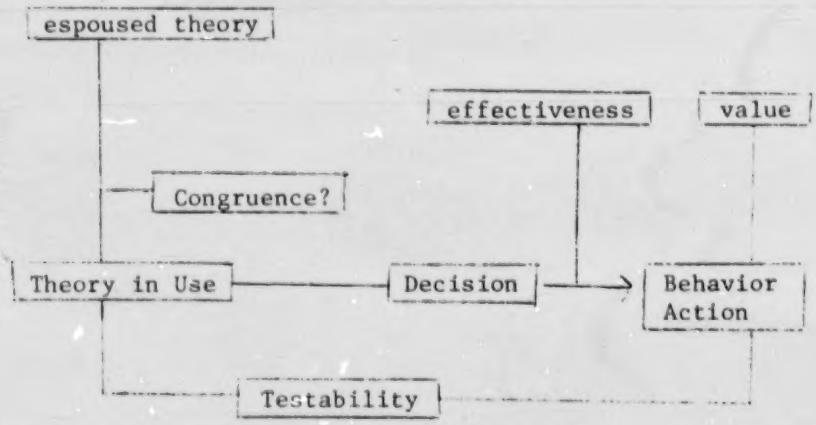
(3) to identify if, when, how a decision is made

1) - making decision
2) - keeping track of response
3) - making decision public by action
4) - reporting on effect of action

Selected Bibliography

Chris Argyris and Donald A. Schon, Theory in Practice: Increasing Professional Effectiveness. Jossey-Boss San Francisco, 1974.

Model for Understanding Organizations



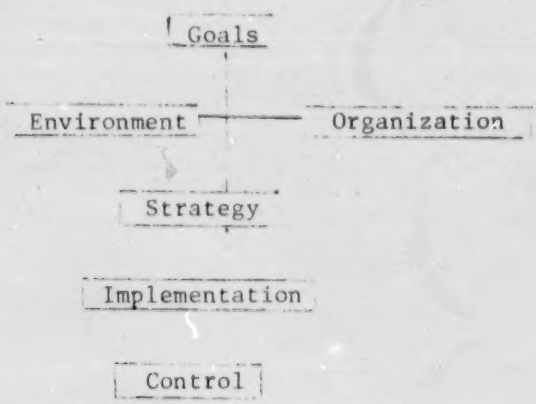
J. Victor Baldridge, "Organizational Change: The Human Relation Perspective versus the Political Systems Perspective" Educational Researcher Febr. 1972 p. 4-10

Influence on decisions:

1. Intellectual Heritage
2. Level of Analysis
3. Goals or Means
4. External environment
5. Image of Leaders
6. Leadership development techniques
7. Fade out or change

Edward H. Bowman, "Epistemology, Corporate Strategy, and Academe," Sloan Management Review Winter 1974 p. 41.

Areas of Decision making:



D.A. Kolb and A.L. Frohman "An Organization Development Approach to Consulting" Sloan Management Review Fall 1970 pp. 51-65.

Decision Making Is

1 - logical	_____	intuitive - 1
2 - formal	_____	informal - 2
3 - constant	_____	responsive - 3
4 - control	_____	adapt - 4
5 - arbitrary	_____	democratic - 5
6 - individual	_____	group - 6
7 - closed	_____	open - 7
8 - legal	_____	developmental - 8
9 - rigid	_____	flexible - 9
10 - easy	_____	hard -10
11 - top	_____	bottom -11
12 - clear	_____	murky -12
13 - scientific	_____	humane -13

2. Top five words listed.

_____

_____

_____

_____

Appendix A

Teacher Corps Definition

Role of the Community Coordinator

If the community based education portion of this training project is to be successful, it is important that staff be provided to plan and coordinate its implementation.

The community coordinator should be the staff person to be involved in (1) developing and administering the community based portion of the Teacher Corps project, (2) the instructional portion of the training of corps members, and (3) the coordination of schedules for corps members. The coordinator has the responsibility for either conducting classes, seminars, etc. in community education, or for arranging for them to be provided by utilizing other appropriate sources.

Additionally, the coordinator should:

1. arrange schedules and assignments for interns and teacher aides and (desirably) experienced teachers to gain the necessary experiences in community involvement and social service agency involvement.
2. serve as liaison between the school, university and community (residents and agencies).
3. arrange lectures, seminars, visits for training of interns, teacher aides and experienced teachers in community education.
4. insure that corps members gain the necessary knowledge and skills to utilize parents and agency personnel and services in the education of children, and if necessary, to train parents and others to serve in instructional and teacher supplement roles.
5. evaluate the success and performance of corps members in community based activities.
6. develop and/or coordinate the implementation of orientation sessions designed to develop an understanding of the social, economic and other unique characteristics of the racial and cultural groups in the community.
7. develop and/or coordinate the implementation of seminars, etc. to develop an understanding and appreciation of the multicultural characteristics of the racial and cultural groups in the community.
8. take the leadership for insuring that community education instructions are properly planned and adequately included in the school operation and in the training program.

The community coordinator should possess either (1) the ability to perform the above functions, or (2) be able to coordinate and arrange for these functions to be performed.